

8.W.1.1 Students are able to **create** narrative, descriptive, expository, and persuasive texts of more than one paragraph.

Verbs Defined:

- create – write

Key Terms Defined:

- narrative – writing that tells a story
- descriptive – writing that describes
- expository – writing that explains
- persuasive – writing that persuades

Teacher Speak:

Students are able to create (write) narrative (writing that tells a story), descriptive (writing that describes), expository (writing that explains), and persuasive (writing that persuades) texts of more than one paragraph.

Student Speak:

I can write (create):

- a story (narrative)
- text that describes (descriptive)
- text that explains (expository)
- text that persuades (persuasive)

of more than one paragraph.

8.W.1.2 Students are able to **organize** text to **support** a specific point of view, focus, and/or purpose.

Verbs Defined:

- support – confirm

Key Terms Defined:

- text – written material
- point of view – perspective
- focus – idea
- purpose – reason for writing

Teacher Speak:

Students are able to organize text (written material) to support (confirm) a specific point of view (perspective), focus (idea), and/or purpose (reason for writing).

Student Speak:

I can organize material (text) to confirm (support) a specific

- perspective (point of view)
 - idea (focus), and/or
 - reason for writing (purpose)
- in writing.

8.W.1.3 Students are able to **compose** technical/business texts using a style appropriate to audience and purpose.

Verbs Defined:

Key Terms Defined:

- technical/business texts – how-to texts, formal letter writing, and subject specific vocabulary
- style – technique
 - sentence length
 - dialogue
 - figurative language
 - tone

Teacher Speak:

Students are able to compose technical/business texts (how-to texts, formal letter writing, and subject specific vocabulary) using a style (technique: sentence length, dialogue, figurative language, tone) appropriate to audience and purpose.

Student Speak:

I can compose

- how-to texts,
- formal letter writing,
- subject specific vocabulary
(technical/business texts)

using appropriate techniques (style):

- sentence length
- dialogue
- figurative language
- tone

to the audience and purpose.

8.W.2.1 Students are able to **model** authors' techniques and strategies to clearly **convey** meaning in all writing modes.

Verbs Defined:

- model – use
- convey – show

Key Terms Defined:

- techniques and strategies –
 - specific details
 - dialogue
 - action
 - physical description
 - imagery
 - figurative language
 - focus
 - text structures
 - description
 - problem/solution
 - time/order
 - comparison/contrast
 - cause/effect
 - directions
- writing modes – narration, description, exposition, and persuasion

Teacher Speak:

Students are able to model (use) authors' techniques and strategies (specific details, dialogue, action, physical description, imagery, figurative language, focus) to clearly convey (show) meaning in all writing modes (narration, description, exposition and persuasion).

Student Speak:

I can use (model)

- specific details
- dialogue
- action
- physical description
- imagery
- figurative language
- focus (authors' techniques and strategies)

to clearly show (convey) meaning in narration, description, exposition and persuasion (writing modes).

Working Document

8.W.2.2 Students are able to **revise** writing to **improve** sentence fluency and cohesiveness.

Verbs Defined:

- revise – change writing by adding, cutting, or moving around ideas and details

Key Terms Defined:

- fluency – flow
- cohesiveness – connectedness

Teacher Speak:

Students are able to revise writing (change by adding, cutting, or moving around ideas and details) to improve (improve) sentence fluency (flow) and cohesiveness (connectedness).

Student Speak:

I can change writing by adding, cutting, or moving around ideas and details (revise) to improve (improve) sentence flow (fluency) and connectedness (cohesiveness).

8.W.3.1 Students are able to **apply** knowledge of standard language usage, including phrases and clauses.

Verbs Defined:

Key Terms Defined:

- standard language usage – accepted forms of written and spoken formal English taught in schools
- phrases – groups of words without a subject and predicate
- clauses – groups of words with a subject and predicate

Teacher Speak:

Students are able to apply knowledge of standard language usage (accepted forms of written and spoken formal English taught in schools), including phrases (groups of words without a subject and predicate) and clauses (groups of words with a subject and predicate).

Student Speak:

I can apply knowledge of accepted forms of written and spoken formal English taught in schools (standard language usage)

- verb tense agreement
- including phrases (groups of words without a subject and predicate) and clauses (groups of words with a subject and predicate):
- subordinating conjunctions
- coordinating conjunctions
- prepositions

8.W.3.2 Students are able to **edit** final copies for publication.

Verbs Defined:

- edit – correct

Key Terms Defined:

- publication – copy of work to be published or graded

Teacher Speak:

Students are able to edit (correct) final copies for publication (copy of work to be published or graded).

Student Speak:

I can correct (edit) final copies of work to be published or graded (publication).

Working Document

8.W. 4.1 Students are able to **write** to **transfer** and **apply** knowledge in a subject area.

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students are able to write to transfer and apply knowledge in a subject area.

Student Speak:

I can write to transfer and apply knowledge in a subject area.

8.W.4.2 Students are able to **synthesize** information from multiple sources to **create** texts.

Verbs Defined:

- synthesize – combine
- create – write

Key Terms Defined:

- multiple sources – primary (autobiography, diary, journal, interview) and secondary (reference books, magazines, newspapers)

Teacher Speak:

Students are able to synthesize (combine) information from multiple sources (primary and secondary) to create (write) texts.

Student Speak:

I can combine (synthesize) information from (multiple sources)

- primary
 - autobiography
 - diary
 - journal
 - interview
- secondary
 - reference books
 - magazines
 - newspapers

to write (create) texts.